



THE RESULT OF RESEARCH AND DEVELOPMENT OF TRAINING MANAGEMENT MODEL OF ISLAMIC EDUCATION CONTAINING MULTICULTURALISM FOR SENIOR HIGH SCHOOL PAI TEACHERS IN PEMALANG REGENCY

Slamet Tasdik[✉]

Postgraduate Program of Semarang State University, Indonesia

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Abstract

This study aims to find out and develop goodfactual model, design, design model, hypothetical model and the final model of education and training of Islamic Religion Education (PAI) containing multiculturalism for PAI senior high school (SMA) teachers, including its planning, organizing, implementation, monitoring, and evaluation, as well as the needed follow-up assistance of post training program. Develop a model for training management modelcontaining multiculturalism for PAI teachers is important so they can improve their professional competence. The result of research anddevelopment shows that the existingfactual model of PAItraining for the teachers is still not effective and produces low competence. In response to that, the designed training model of PAI containing multiculturalism to enhance the professional competence of teachers PAI has beenempirically validated by a team of experts and practitioners and it can improve the competency of PAI teachers. The hypothetical model validation resulted from experts and practitioners through FGDs deserves to be applied to the trial I and II. The final model after FGD II is effective in a trial proven by practicality of training model that has compatibility with different types and target groups of the study. For MORA RI, it is suggested to always improve the professional competence of PAI teachers and uses the designed training model containing multiculturalism on an ongoing basis. The related stakeholders need to cooperate in developing a better research and development in creating abetter PAI training model.

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[✉] Correspondence Address :

Unnes Bendan Ngisor Campus, Semarang, 50233

E-mail: pps@unnes.ac.id

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INTRODUCTION

Indonesia is a nation which has various problems. Indonesia is essentially a nation which is not only a single nation, but a plural nation made up of various ethnic groups and religious beliefs, languages, and political stances. According to Wasino's analysis (2006: 1), the concept of unity in diversity is not always in line for every citizen but we must still struggle for it. Since the independence of Indonesia, there have been few fractions from within nation elements concerning the diversity and unity of Indonesia. The multicultural value existed in the slogan of Unity in Diversity becomes the duty of all subjects in school, including Islamic religion subject (PAI). The development of professional competence of PAI teachers includes the realization of learning to put basic behaviors which are derived from the values of religion and morality in the context of learning and social interaction (Kemendikbud Strategic Plan No. 32 of 2005). The problems of education in Indonesia today can be classified into three issues related to: (a) proliferation of educational access, quality, and its relevance, (b) competitiveness of graduates and government management, and (c) public image to education.

Government Regulation No. 19 2005 on National Education System (SISDINAS) manages the eight educational standards as references for curriculum development, among others; competency standard, content standard, process standard, teacher and education personnel standard, infrastructure standard, education management standard, education financial standard, and education assessment standard. As mentioned by National Education Standards (BSNP 2006), those standards are used as references for the development of Education Unit Level Curriculum (SBC) including a syllabus that contains: a lesson plan on a group of subjects, the competence standard, basic competence, learning materials, learning activities, indicators of achievement competence for assessment, allocation of time and learning resources related

to the development of potential learners who must be sensitive to social problems that occur in the community.

Multicultural education in Indonesia is developed by some education experts including HR. Tilaar, Zamroni, Azyumardi Azro (Abdullah: 2011: 6-16). The discourse is presented by the fact that Indonesia is a country which possesses a lot of problems dealing with the existence of diverse religious and social groups. The Ministry of Education and Culture created a strategic plan through Kemendikbud No. 36 2010. The visions of excellent service implementation on national education to form intelligent and competitive individuals are stated in the mission, namely: increasing the availability of services and equality in obtaining education services as well as providing assurances to access maximum education.

Based on the previous description, PAI is generally a subject that is developed from the basic teaching in Islam and is developed to a more detailed level. This subject is in accordance with the syllabus of PAI which is aimed at forming learners who have noble characters and moral, have the competencies, and encourage community participation by accommodating the improvement of national character and creating a nation that embodies respect and appreciation to one another.

Teaching good value and norm through PAI cannot be separated from teaching Islamic values and the existing value systems within society. The materials, competence standards, and basic competences in PAI use a variety of methods to foster awareness and acquisition of good Islamic values and have positive mental attitude to external stimuli so that their behavior and actions do not deviate from the noble values and will always be guided by responsibility to themselves and the environment. The teaching of values and attitudes through PAI should be sustainably prepared and designed with an emphasis on every different level. The higher the education level, the greater the understanding, and appreciation and experience is.

Learning is to instill the knowledge to the students and provide them with competitive values and positive attitude. Therefore, in the future, PAI subjects are not only oriented towards the hard skill about PAI, but also on its soft skills. Because of such soft skills, students will have passion to be creative and innovative. In addition, they will be able to commit themselves in lifelong learning in doing the worship to God, fellow human beings, and their natural surroundings.

Based on the above description, it is very necessary to improve the competence of PAI teachers through workshop or training for PAI which is planned, programmed, and performed in a shorter time. This training aims at improving the knowledge, skills and abilities in preparing and improving professional competence of PAI teachers in performing their duties to develop their school (Sjaefuddin Z, 2015 Journal: 3).

RESEARCH METHOD

This study employed research and development design. This type of design enables the research to be followed up with a development program for the improvement or refinement (Sugiyono: 2009). "In the development of education, R&D is used to develop and validate the educational products and discover new knowledge through" basic research "and aims at providing education change in order to increase the positive potential impacts of the research findings in solving the problems of education. The procedures of R&D in this study were directed at two main objectives: (1) developing a product and (2) testing the effectiveness of the product in achieving its objectives - development function and validation function.

The technique of collecting data used questionnaires as a primary data collection, whereas observation, interviews, and documentation were used to get the secondary data. According to Arikunto (2006: 136) questionnaire is a collection of questions submitted in writing to the respondent, and the way to respond is through written works. Data

analysis in this research used both descriptive qualitative and quantitative analysis. This research and development was intended to prepare the product, in the form of models and tools from the training management, as well as to validate the concept feasibility, practical feasibility, and product feasibility which are limited to the stage of field trials. The procedures followed in this R&D included: (1) the stage of preliminary studies, (2) the stage of development, (3) the stage of model testing, and (4) the stage of dissemination of the final product result in the form of publication of training manuals, handbooks for instructors and books for training that participants can use in the PAI training containing multicultural understanding. The preparation of multicultural learning model of training included modeling, expert validation, and training of PAI teachers. This training model was composed of a model strategy, a package of training materials for instructors, a package of handbook for the participants, instruments for teacher observation sheets, some questionnaires for instructors, questionnaires for the interest of participants, proposed training format, the format of the proposed instructors, and training evaluation format.

After the product was finished to be formulated, the next step was to validate the hypothetical product. This stage contained three main activities namely validating the contents, empirical validation, product formulation of hypotheses into operational products that acquired good content validity according to the needs and readiness to target the implemented subject.

This study was conducted in senior high schools in Pematang Regency. The research subject in the first phase was a field study to obtain the preliminary information, involving all 32 PAI teachers in Pematang. The phase of model content validation was carried out by experts or validator, namely: one expert on multicultural education, one education management expert on PAI. The activities at this empirical validation phase were carried out in public and private SMA, pre survey was conducted in 15 high

schools that previously had been through selection process based on various considerations. The eight research subjects were selected purposively by the consideration that the subjects were PAI teachers who had PAI Education for their bachelor degree/D4 PA.

RESULTS AND DISCUSSION

Results

This research proposes three hypotheses which are needed to be measured empirically. The hypothesis is the notion of the development of PAI learning training model, Multicultural Content, professional development of teachers PAI SMA. The activities which are carried out at this stage including literature review or description and the survey from the Ministry of Religious Affairs Training Center in Central Java to determine the condition of PAI teacher training which has been done. The description of training refers to: (1) the access of planning training activities which are aimed at finding PAI training concept, purpose and functions, the characteristics of the scope of the principles of training PAI, (2) Analysis of implementation of the existing PAI training and the multicultural education content which can be integrated in the learning which allows PAI. (3) Analysis of the evaluation of education and training for model development PAI training for high school teachers. (4) Analysis of teaching materials training to find foundation concept PAI learning training management model multicultural charged.

The survey of learning process is intended to determine the initial conditions of professional competence of teachers PAI and the need for training for teachers PAI PAI learning SMA. Activities undertaken at this stage are: (1) Observing the learning process; (2) Spreading the questionnaire for feedback and assessment of the learning training PAI which has been implemented, and the intention of PAI containing multicultural training (3) interviewing principals and vice-principals. (4) Addressing questionnaires regarding to the needs for training

of PAI teachers containing multiculturalism and information on the existing PAI, and the constraints that are encountered. These data are collected from PAI teachers using questionnaires.

Based on the results of preliminary studies, a PAI research model containing multicultural education by implementing education and training systems has been drafted by passing through planning phase which consists of determining the objectives of training and training materials. The next steps are to recruit some groups of potential participants, to identify early candidate training participants who will receive training, to select the candidates for instructors, to establish training methods, to determine the media training, to plan the training budgets, and to set a training schedule. The implementation phase includes the following activities: determining the initial tests of each material based on the level of training with predetermined learning outcomes, developing training material for each sub-materials training, and developing training strategies. The evaluation phase is conducted by holding the final test which aims to determine the benefits and effectiveness of the training that has been implemented.

Discussion

The development stage of PAI training model containing multiculturalism for PAI teachers in senior high school is divided into four parts, namely: 1) Factual model - the data which is obtained from the existing training, 2) Model design and instruments of PAI Training containing multiculturalism is then evaluated and consulted to the experts and practitioner teams to be a hypothetical model, 3) the data of hypothetical model which is obtained from the expert and practitioner team is put under the limited trial, 4) the result of trial from the expert and practitioner team is then assessed under Focus Group Discussion (FGD) which is ready to be implemented.

The instructors of training model should further enhance the ability to ask and answer questions, as well as the ability to guide the

participants of the training. Therefore, training participants actually can accomplish tasks effectively. In the function management of education and training have cumulative mean score of 2.46 with category "less satisfying". Hence, the management of education and training must be addressed starting from the planning to evaluation phases in order to become better. The aspects of infrastructure and media training have a cumulative mean score of 2.63 in "good" category, but there are still shortcomings that must be addressed with regard to infrastructure and media training in order to function better.

The Weaknesses in Implementing the Existing PAI Training Model Containing Multiculturalism

The partnership networks are not involved in the objectives formulation of PAI program training. Trainers/instructors do not know the expected competence of training participants. Therefore, learning should be directed at improving the quality of intellectual, professional, and personal competencies as well as their moral character. Such Indonesian abilities and attitudes will eventually create a dignified community which is very essential in managing the independence. The organizational structure does not involve details of the overall employment within the activities to manage training. Staffing management team training is not according to their ability. And learning pattern is still dominated by two pillars only: first (learning to know, learn to do) out of the four pillars of education.

The Strength in Implementing the Existing PAI Training Model

Team of PAI training program for SMA teachers have a strong status and position in performing the task, supported by leadership or management of MGMPs, Kasi PAIS, Training Center starting from the preparation of the program planning. Therefore, it is able to improve the motivation of the management team. The involvement of those institutions include socializing the training programs and identification of learning needs of the training

participants, socializing PAI training programs PAI which is implemented directly to the targeted training program namely PAI teachers supported by a partnership of community leaders, religious leaders, the organization of Islamic Organizations, and from some related government agencies which contribute to the achievement of PAI training for SMA teachers.

By looking at the weaknesses and strengths of the existing training model of PAI for SMA teachers, the researcher develops a model that has been used by the Training Center of MORA in Central Java Province with the approach of the education pillars by increasing the cycle and process guidance for training participants as the follow-up activities after training. The training is held by PPPPTK of Kemenag RI in a form of ToT (Training of Trainers) and the principle of training uses model Cas, Cade (layered from the level of Religious Affairs, MORA Regional Offices I provincial, Regency, Municipality and Cluster levels) (Observation, February 14th, 2014)

The multicultural values that have been developed in the PAI training containing multiculturalism for PAI teachers in senior in Pematang include: (1) developing the values of faithfulness and piety to Allah SWT, attitudes, and behaviors that reflect the value of tolerance, respect and appreciation for others in religion. (2) Increasing PAI material with tolerance values and attitudes, *teposeliro*/respect, and appreciation for others. (3) Instilling human values in PAI education and training. (4) Linking the PAI lesson with values of equality, recognizing the equal rights and obligations, and equality as human being. (5) Creating value of loving harmonious cultural diversity in order to create a united nation. (6) Instilling the values of cooperation which is an attitude that is bounded by elements of cultural diversity. (7) Increasing the value of PAI material consultation/consensus, *tawasut*, *tawazun*, and *tasamuh* in resolving problems of mutual interest. (8) Instilling character of good values/moral. (9) Creating awareness about the balance between the rights and obligations of human beings as

creatures of God. (10) Linking PAI material to the values of multicultural rationality. (11) Imparting anti-discriminatory and imaginative attitudes which are the attitudes that show the equality of rights and obligations as citizens of the community, nation and homeland, faith and piety towards God Almighty.

Islamic religious education learning containing multiculturalism requires special skills of PAI senior high school teachers PAI. However, PAI teachers in the field do not have sufficient competence. Therefore, PAI training for SMA in Pematang is very essential. In order for the training to be effective and efficient, guidance on management measure is central.

At the end of this workshop, training managers have been able to draw up training programs and preparing training organization. The designed training programs suits the learning needs analysis of training. The field opportunity analysis of the training creates the following objective: to equip training participants to improve their competence in delivering the multiculturalism PAI in school. Researcher gives questionnaires to determine their response on the management training manuals as a form of model validation of the practitioners. The questionnaires with 1-4 measurement scale assessment is focused on four aspects of training management model, namely: understanding the content of the guidebook, the application of the guidebook, usefulness of the guidebooks, and physical appearance or layout of the guidebooks. Results of the assessment of 9 people practitioners/experts on management education.

Internal constraint in the implementation of the hypothetical model is: the difficulty in building the networks of mutually beneficial cooperation, especially in education area to apply PAI learning containing multiculturalism for high school teachers in Pematang. Therefore, a follow-up mentoring program such as peer teaching after the training is needed.

According to the participants, the training model is very practical and easy to be implemented because the steps are clear and simple. In addition, the participants are eager to

follow every activity and course enthusiastically because they feel that the materials and activities are very useful to improve their competence in multiculturalism. For all this time, they have often heard of the terms of tolerance, mutual respect, appreciation, and living in harmony with each other. After following the training, they not only know the skill and knowledge but also the religious and social attitudes and skills as a form of learning ability in PAI training containing multiculturalism for high school teachers.

The developed PAI training model containing multiculturalism for teachers is accountable both for its theoretical, methodological, and empirical supports. The theoretical model is reinforced by the theories of human resource management. The model is developed through the valid processes and procedures methodologically. Therefore, model has been tested methodologically, both by individual testing, the test group, and limited testing. Training model is designed in accordance with the empirical stages of PAI training.

Training material is compiled from professional competence, analysis of multiculturalism basic competence, development of syllabi and lesson plans, and practices of multiculturalism PAI learning through peer teaching. Multiculturalism PAI training model helps to improve the knowledge and understanding of the participants to developed multicultural awareness for the participants.

CONCLUSION

The initial condition of PAI teacher competence in Pematang is low. It can be seen from the low competence in planning, implementation, and evaluation of PAI containing multiculturalism.

The results of the questionnaire show that PAI training containing multiculturalism for SMA teachers is much needed. The training involves some materials containing multiculturalism, standard analytical competence, basic competence of PAI containing multiculturalism, syllabus development, the

preparation of lesson plans, and learning practices of PAI containing multiculturalism. The competence gained from the training can be used to equip multicultural values that are relevant to the materials.

The initial model of PAI management training for teachers emerges in the following forms: (1) training plan consists of a needs analysis, training objectives, design program, and training devices. (2) Implementation of training consists of competency training, analysis of SK-KD PAI BM, syllabus development, preparation of lesson plans, peer teaching, and preparation of follow-up programs, instructor training, and training participants. (3) Evaluation of the training consists of the implementation of the follow-up program, supervision/monitoring, and evaluation,

The applied design results of Factual Model of PAI training Management Development instruments are: Planning models, training needs analysis, training objectives, the design of the program.

The implementation of the PAI training model containing multiculturalism involves (1) the ability to match the required standards in school respectively, (2) the analysis of KD PAI containing multiculturalism, (3) the development of the syllabus and lesson plan, (4) peer teaching, (5) preparation of the program of follow-up, (6) instructors / trainers, (7) training participants.

The research proves that the initial conditions of teacher competence is low, it means teachers are less able to plan, implement, and evaluate the learning of PAI containing multiculturalism which affects the PAI learning in school to be uninteresting, monotonous, not being able to stimulate activity and creativity of participants. As a result, the learning achievement of students is low. Therefore, PAI teacher should always be innovative with new

knowledge that can be implemented in teaching at school.

The final model of PAI training model containing multiculturalism is designed in three phases, including planning, implementation, and evaluation. The implementation of the training is designed to focus on improving teachers' competence in planning and implementing PAI containing multiculturalism because PAI is a subject which is full of moral values. Therefore, the learning is not only the cognitive aspects but also affective and psychomotor aspects. Moreover, PAI learning objectives is to equip learners to be obedient and faithful to god, as well as *akhlakulkarimah*, knowledgeable and have the skills, attitudes, and values that can be used as provision for life in a pluralistic and multicultural society.

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